

ESEA Waiver - Annual Progress Targets

CDS CODE : 19-0020-888
DISTRICT : Alexandria Township School District
SCHOOL : DISTRICT LEVEL

The tables represent the annual proficiency targets, established for this District under ESEA Waiver
 Districts and Subgroups could meet expectations either by meeting the statewide proficiency rate of 90 percent, or reaching their individually
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	225	71.5	2.4	73.9	76.3	78.7	81.1	83.5	85.9
White	200	72.5	2.3	74.8	77.1	79.4	81.7	84	86.3
Black	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	38	36.8	5.3	42.1	47.4	52.7	58	63.3	68.6
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-

Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	225	79.2	1.8	81	82.8	84.6	86.4	88.2	90
White	200	80	1.7	81.7	83.4	85.1	86.8	88.5	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	38	57.9	3.5	61.4	64.9	68.4	71.9	75.4	78.9
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-

Baseline Year 2010-2011

Only Includes full year students (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<30)

Title I Accountability System

2/6/2014

ESEA Waiver - Annual Progress Targets

CDS CODE : 19-0370-888
DISTRICT : Bethlehem Township Schools
SCHOOL : DISTRICT LEVEL

The tables represent the annual proficiency targets, established for this District under ESEA Waiver
 Districts and Subgroups could meet expectations either by meeting the statewide proficiency rate of **90** percent, or reaching their individually
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	387	81.1	1.6	82.7	84.3	85.9	87.5	89.1	90
White	362	80.9	1.6	82.5	84.1	85.7	87.3	88.9	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	58	32.8	5.6	38.4	44	49.6	55.2	60.8	66.4
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-

Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	387	86.6	1.1	87.7	88.8	89.9	90	90	90
White	362	86.5	1.1	87.6	88.7	89.8	90	90	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	58	41.4	4.9	46.3	51.2	56.1	61	65.9	70.8
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-

Baseline Year 2010-2011

Only Includes full year students (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<30)

Title I Accountability System

2/6/2014

ESEA Waiver - Annual Progress Targets

CDS CODE : 19-0430-888
DISTRICT : Bloomsbury School District
SCHOOL : DISTRICT LEVEL

The tables represent the annual proficiency targets, established for this District under ESEA Waiver
 Districts and Subgroups could meet expectations either by meeting the statewide proficiency rate of **90** percent, or reaching their individually
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	82	79.3	1.7	81	82.7	84.4	86.1	87.8	89.5
White	75	78.6	1.8	80.4	82.2	84	85.8	87.6	89.4
Black	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-

Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	82	84.2	1.3	85.5	86.8	88.1	89.4	90	90
White	75	84	1.3	85.3	86.6	87.9	89.2	90	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-

Baseline Year 2010-2011

Only Includes full year students (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<30)

Title I Accountability System

2/6/2014

ESEA Waiver - Annual Progress Targets

CDS CODE : 19-0670-888
 DISTRICT : Califon School District
 SCHOOL : DISTRICT LEVEL

The tables represent the annual proficiency targets, established for this District under ESEA Waiver
 Districts and Subgroups could meet expectations either by meeting the statewide proficiency rate of **90** percent, or reaching their individually
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	90	80	1.7	81.7	83.4	85.1	86.8	88.5	90
White	90	80	1.7	81.7	83.4	85.1	86.8	88.5	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-

Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	90	83.3	1.4	84.7	86.1	87.5	88.9	90	90
White	90	83.3	1.4	84.7	86.1	87.5	88.9	90	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-

Baseline Year 2010-2011

Only Includes full year students (Time In School < Year students are removed)

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Title I Accountability System

2/6/2014

ESEA Waiver - Annual Progress Targets

CDS CODE : 19-0910-888
DISTRICT : Clinton-Glen Gardner Board of Education
SCHOOL : DISTRICT LEVEL

The tables represent the annual proficiency targets, established for this District under ESEA Waiver
 Districts and Subgroups could meet expectations either by meeting the statewide proficiency rate of **90** percent, or reaching their individually
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	313	83.7	1.4	85.1	86.5	87.9	89.3	90	90
White	275	85.4	1.2	86.6	87.8	89	90	90	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	45	53.3	3.9	57.2	61.1	65	68.9	72.8	76.7
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-

Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	313	86.6	1.1	87.7	88.8	89.9	90	90	90
White	275	87.3	1.1	88.4	89.5	90	90	90	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	45	62.2	3.2	65.4	68.6	71.8	75	78.2	81.4
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-

Baseline Year 2010-2011

Only Includes full year students (Time In School < Year students are removed)

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Title I Accountability System

2/6/2014

ESEA Waiver - Annual Progress Targets

CDS CODE : 19-0920-888
DISTRICT : Clinton Township
SCHOOL : DISTRICT LEVEL

The tables represent the annual proficiency targets, established for this District under ESEA Waiver
 Districts and Subgroups could meet expectations either by meeting the statewide proficiency rate of **90** percent, or reaching their individually
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	1171	82.8	1.5	84.3	85.8	87.3	88.8	90	90
White	1053	82.6	1.5	84.1	85.6	87.1	88.6	90	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-
Asian	73	83.5	1.4	84.9	86.3	87.7	89.1	90	90
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	259	50.9	4.1	55	59.1	63.2	67.3	71.4	75.5
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	53	52.9	3.9	56.8	60.7	64.6	68.5	72.4	76.3

Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	1171	87	1.1	88.1	89.2	90	90	90	90
White	1053	87.2	1.1	88.3	89.4	90	90	90	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-
Asian	73	91.8	-	90	90	90	90	90	90
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	259	61.8	3.2	65	68.2	71.4	74.6	77.8	81
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	53	58.5	3.5	62	65.5	69	72.5	76	79.5

Baseline Year 2010-2011

Only Includes full year students (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<30)

Title I Accountability System

2/6/2014

ESEA Waiver - Annual Progress Targets

CDS CODE : 19-1040-888
DISTRICT : Delaware Township School
SCHOOL : DISTRICT LEVEL

The tables represent the annual proficiency targets, established for this District under ESEA Waiver
 Districts and Subgroups could meet expectations either by meeting the statewide proficiency rate of **90** percent, or reaching their individually
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	308	80.8	1.6	82.4	84	85.6	87.2	88.8	90
White	286	81.8	1.5	83.3	84.8	86.3	87.8	89.3	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	61	47.5	4.4	51.9	56.3	60.7	65.1	69.5	73.9
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-

Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	308	84.5	1.3	85.8	87.1	88.4	89.7	90	90
White	286	86.1	1.2	87.3	88.5	89.7	90	90	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	61	57.4	3.6	61	64.6	68.2	71.8	75.4	79
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-

Baseline Year 2010-2011

Only Includes full year students (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<30)

Title I Accountability System

2/6/2014

ESEA Waiver - Annual Progress Targets

CDS CODE : 19-1050-888
DISTRICT : DELAWARE VALLEY REGIONAL HIGH SCHOOL DISTRICT
SCHOOL : DISTRICT LEVEL

The tables represent the annual proficiency targets, established for this District under ESEA Waiver
 Districts and Subgroups could meet expectations either by meeting the statewide proficiency rate of **90** percent, or reaching their individually
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	259	97.7	-	90	90	90	90	90	90
White	240	97.5	-	90	90	90	90	90	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	34	82.4	1.5	83.9	85.4	86.9	88.4	89.9	90
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-

Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	259	92.3	-	90	90	90	90	90	90
White	240	93.8	-	90	90	90	90	90	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	34	64.7	3	67.7	70.7	73.7	76.7	79.7	82.7
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-

Baseline Year 2010-2011

Only Includes full year students (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<30)

Title I Accountability System

2/6/2014

ESEA Waiver - Annual Progress Targets

CDS CODE : 19-1160-888
DISTRICT : EAST AMWELL TOWNSHIP
SCHOOL : DISTRICT LEVEL

The tables represent the annual proficiency targets, established for this District under ESEA Waiver
 Districts and Subgroups could meet expectations either by meeting the statewide proficiency rate of **90** percent, or reaching their individually
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	299	87	1.1	88.1	89.2	90	90	90	90
White	281	87.9	1	88.9	89.9	90	90	90	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	39	66.7	2.8	69.5	72.3	75.1	77.9	80.7	83.5
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-

Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	299	88.7	1	89.7	90	90	90	90	90
White	281	88.9	.9	89.8	90	90	90	90	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	39	59	3.4	62.4	65.8	69.2	72.6	76	79.4
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-

Baseline Year 2010-2011

Only Includes full year students (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<30)

Title I Accountability System

2/6/2014

ESEA Waiver - Annual Progress Targets

CDS CODE : 19-1510-888
DISTRICT : Flemington-Raritan Regional School District
SCHOOL : DISTRICT LEVEL

The tables represent the annual proficiency targets, established for this District under ESEA Waiver
 Districts and Subgroups could meet expectations either by meeting the statewide proficiency rate of **90** percent, or reaching their individually
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	2376	80.9	1.6	82.5	84.1	85.7	87.3	88.9	90
White	1988	82.2	1.5	83.7	85.2	86.7	88.2	89.7	90
Black	61	73.8	2.2	76	78.2	80.4	82.6	84.8	87
Hispanic	156	59.7	3.4	63.1	66.5	69.9	73.3	76.7	80.1
American Indian	-	-	-	-	-	-	-	-	-
Asian	166	87.3	1.1	88.4	89.5	90	90	90	90
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	424	53.3	3.9	57.2	61.1	65	68.9	72.8	76.7
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	203	55.6	3.7	59.3	63	66.7	70.4	74.1	77.8

Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	2377	90.9	-	90	90	90	90	90	90
White	1989	91.6	-	90	90	90	90	90	90
Black	61	85.2	1.2	86.4	87.6	88.8	90	90	90
Hispanic	156	79.5	1.7	81.2	82.9	84.6	86.3	88	89.7
American Indian	-	-	-	-	-	-	-	-	-
Asian	166	95.2	-	90	90	90	90	90	90
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	425	72.5	2.3	74.8	77.1	79.4	81.7	84	86.3
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	204	74.5	2.1	76.6	78.7	80.8	82.9	85	87.1

Baseline Year 2010-2011

Only Includes full year students (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<30)

Title I Accountability System

2/6/2014

ESEA Waiver - Annual Progress Targets

CDS CODE : 19-1600-888
DISTRICT : Franklin Township School
SCHOOL : DISTRICT LEVEL

The tables represent the annual proficiency targets, established for this District under ESEA Waiver
 Districts and Subgroups could meet expectations either by meeting the statewide proficiency rate of **90** percent, or reaching their individually
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	214	81.3	1.6	82.9	84.5	86.1	87.7	89.3	90
White	197	81.7	1.5	83.2	84.7	86.2	87.7	89.2	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	40	50	4.2	54.2	58.4	62.6	66.8	71	75.2
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-

Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	214	89.3	.9	90	90	90	90	90	90
White	197	90.3	-	90	90	90	90	90	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	40	67.5	2.7	70.2	72.9	75.6	78.3	81	83.7
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-

Baseline Year 2010-2011

Only Includes full year students (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<30)

Title I Accountability System

2/6/2014

ESEA Waiver - Annual Progress Targets

CDS CODE : 19-1680-888
DISTRICT : Frenchtown School District
SCHOOL : DISTRICT LEVEL

The tables represent the annual proficiency targets, established for this District under ESEA Waiver
 Districts and Subgroups could meet expectations either by meeting the statewide proficiency rate of **90** percent, or reaching their individually
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	86	69.8	2.5	72.3	74.8	77.3	79.8	82.3	84.8
White	80	68.8	2.6	71.4	74	76.6	79.2	81.8	84.4
Black	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-

Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	86	82.5	1.5	84	85.5	87	88.5	90	90
White	80	82.5	1.5	84	85.5	87	88.5	90	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-

Baseline Year 2010-2011

Only Includes full year students (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<30)

Title I Accountability System

2/6/2014

ESEA Waiver - Annual Progress Targets

CDS CODE : 19-1970-888
DISTRICT : HAMPTON BOROUGH PUBLIC SCHOOL DISTRICT
SCHOOL : DISTRICT LEVEL

The tables represent the annual proficiency targets, established for this District under ESEA Waiver
 Districts and Subgroups could meet expectations either by meeting the statewide proficiency rate of **90** percent, or reaching their individually
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	85	71.8	2.4	74.2	76.6	79	81.4	83.8	86.2
White	72	76.4	2	78.4	80.4	82.4	84.4	86.4	88.4
Black	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-

Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	85	76.5	2	78.5	80.5	82.5	84.5	86.5	88.5
White	72	86.1	1.2	87.3	88.5	89.7	90	90	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-

Baseline Year 2010-2011

Only Includes full year students (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<30)

Title I Accountability System

2/6/2014

ESEA Waiver - Annual Progress Targets

CDS CODE : 19-2140-888
 DISTRICT : HIGH BRIDGE BOROUGH
 SCHOOL : DISTRICT LEVEL

The tables represent the annual proficiency targets, established for this District under ESEA Waiver
 Districts and Subgroups could meet expectations either by meeting the statewide proficiency rate of 90 percent, or reaching their individually
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	206	73.8	2.2	76	78.2	80.4	82.6	84.8	87
White	174	75.3	2.1	77.4	79.5	81.6	83.7	85.8	87.9
Black	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	58	37.9	5.2	43.1	48.3	53.5	58.7	63.9	69.1
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-

Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	206	75.2	2.1	77.3	79.4	81.5	83.6	85.7	87.8
White	174	75.9	2	77.9	79.9	81.9	83.9	85.9	87.9
Black	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	58	43.1	4.8	47.9	52.7	57.5	62.3	67.1	71.9
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-

Baseline Year 2010-2011

Only Includes full year students (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<30)

Title I Accountability System

2/6/2014

ESEA Waiver - Annual Progress Targets

CDS CODE : 19-2220-888
DISTRICT : Holland Township School District
SCHOOL : DISTRICT LEVEL

The tables represent the annual proficiency targets, established for this District under ESEA Waiver
 Districts and Subgroups could meet expectations either by meeting the statewide proficiency rate of **90** percent, or reaching their individually
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	436	80.3	1.7	82	83.7	85.4	87.1	88.8	90
White	404	80.9	1.6	82.5	84.1	85.7	87.3	88.9	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	86	55.9	3.7	59.6	63.3	67	70.7	74.4	78.1
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	34	73.5	2.2	75.7	77.9	80.1	82.3	84.5	86.7

Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	436	84.1	1.3	85.4	86.7	88	89.3	90	90
White	404	85.4	1.2	86.6	87.8	89	90	90	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	86	67.4	2.7	70.1	72.8	75.5	78.2	80.9	83.6
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	34	67.6	2.7	70.3	73	75.7	78.4	81.1	83.8

Baseline Year 2010-2011

Only Includes full year students (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<30)

Title I Accountability System

2/6/2014

ESEA Waiver - Annual Progress Targets

CDS CODE : 19-2300-888
DISTRICT : Hunterdon Central Regional High School
SCHOOL : DISTRICT LEVEL

The tables represent the annual proficiency targets, established for this District under ESEA Waiver
 Districts and Subgroups could meet expectations either by meeting the statewide proficiency rate of **90** percent, or reaching their individually
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	771	97.3	-	90	90	90	90	90	90
White	676	97.9	-	90	90	90	90	90	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	35	80	1.7	81.7	83.4	85.1	86.8	88.5	90
American Indian	-	-	-	-	-	-	-	-	-
Asian	34	100	-	90	90	90	90	90	90
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	120	88.3	1	89.3	90	90	90	90	90
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	36	77.8	1.9	79.7	81.6	83.5	85.4	87.3	89.2

Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	770	94.2	-	90	90	90	90	90	90
White	675	95.5	-	90	90	90	90	90	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	35	65.7	2.9	68.6	71.5	74.4	77.3	80.2	83.1
American Indian	-	-	-	-	-	-	-	-	-
Asian	34	97	-	90	90	90	90	90	90
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	119	76.5	2	78.5	80.5	82.5	84.5	86.5	88.5
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	36	66.6	2.8	69.4	72.2	75	77.8	80.6	83.4

Baseline Year 2010-2011

Only Includes full year students (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<30)

Title I Accountability System

2/6/2014

ESEA Waiver - Annual Progress Targets

CDS CODE : 19-2450-888
DISTRICT : KINGWOOD TOWNSHIP SCHOOL
SCHOOL : DISTRICT LEVEL

The tables represent the annual proficiency targets, established for this District under ESEA Waiver
 Districts and Subgroups could meet expectations either by meeting the statewide proficiency rate of **90** percent, or reaching their individually
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	291	76.3	2	78.3	80.3	82.3	84.3	86.3	88.3
White	287	76.3	2	78.3	80.3	82.3	84.3	86.3	88.3
Black	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	33	33.3	5.6		38.9	44.5	50.1	55.7	61.3
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-

Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	291	84.2	1.3	85.5	86.8	88.1	89.4	90	90
White	287	84	1.3	85.3	86.6	87.9	89.2	90	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	33	48.5	4.3		52.8	57.1	61.4	65.7	70
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-

Baseline Year 2010-2011

Only Includes full year students (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<30)

Title I Accountability System

2/6/2014

ESEA Waiver - Annual Progress Targets

CDS CODE : 19-2530-888
DISTRICT : Lambertville Public School
SCHOOL : DISTRICT LEVEL

The tables represent the annual proficiency targets, established for this District under ESEA Waiver
 Districts and Subgroups could meet expectations either by meeting the statewide proficiency rate of **90** percent, or reaching their individually
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	81	74.1	2.2	76.3	78.5	80.7	82.9	85.1	87.3
White	59	76.3	2	78.3	80.3	82.3	84.3	86.3	88.3
Black	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-

Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	82	76.8	1.9	78.7	80.6	82.5	84.4	86.3	88.2
White	60	78.3	1.8	80.1	81.9	83.7	85.5	87.3	89.1
Black	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-

Baseline Year 2010-2011

Only Includes full year students (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<30)

Title I Accountability System

2/6/2014

ESEA Waiver - Annual Progress Targets

CDS CODE : 19-2590-888
DISTRICT : Lebanon Borough School District
SCHOOL : DISTRICT LEVEL

The tables represent the annual proficiency targets, established for this District under ESEA Waiver
 Districts and Subgroups could meet expectations either by meeting the statewide proficiency rate of **90** percent, or reaching their individually
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	44	65.9	2.9	68.8	71.7	74.6	77.5	80.4	83.3
White	36	69.5	2.6	72.1	74.7	77.3	79.9	82.5	85.1
Black	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-

Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	44	86.4	1.1	87.5	88.6	89.7	90	90	90
White	36	88.9	.9	89.8	90	90	90	90	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-

Baseline Year 2010-2011

Only Includes full year students (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<30)

Title I Accountability System

2/6/2014

ESEA Waiver - Annual Progress Targets

CDS CODE : 19-2600-888
DISTRICT : Lebanon Township School District
SCHOOL : DISTRICT LEVEL

The tables represent the annual proficiency targets, established for this District under ESEA Waiver
 Districts and Subgroups could meet expectations either by meeting the statewide proficiency rate of **90** percent, or reaching their individually
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	511	87.9	1	88.9	89.9	90	90	90	90
White	480	87.7	1	88.7	89.7	90	90	90	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	81	61.7	3.2	64.9	68.1	71.3	74.5	77.7	80.9
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-

Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	511	88.7	1	89.7	90	90	90	90	90
White	480	88.8	1	89.8	90	90	90	90	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	81	76.6	2	78.6	80.6	82.6	84.6	86.6	88.6
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-

Baseline Year 2010-2011

Only Includes full year students (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<30)

Title I Accountability System

2/6/2014

ESEA Waiver - Annual Progress Targets

CDS CODE : 19-3180-888
DISTRICT : Milford Boro
SCHOOL : DISTRICT LEVEL

The tables represent the annual proficiency targets, established for this District under ESEA Waiver
 Districts and Subgroups could meet expectations either by meeting the statewide proficiency rate of **90** percent, or reaching their individually
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	69	78.2	1.8	80	81.8	83.6	85.4	87.2	89
White	66	77.3	1.9	79.2	81.1	83	84.9	86.8	88.7
Black	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-

Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	69	82.6	1.5	84.1	85.6	87.1	88.6	90	90
White	66	81.8	1.5	83.3	84.8	86.3	87.8	89.3	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-

Baseline Year 2010-2011

Only Includes full year students (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<30)

Title I Accountability System

2/6/2014

ESEA Waiver - Annual Progress Targets

CDS CODE : 19-3660-888
DISTRICT : North Hunterdon-Voorhees Regional High School District
SCHOOL : DISTRICT LEVEL

The tables represent the annual proficiency targets, established for this District under ESEA Waiver
 Districts and Subgroups could meet expectations either by meeting the statewide proficiency rate of **90** percent, or reaching their individually
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	742	97.8	-	90	90	90	90	90	90
White	685	97.8	-	90	90	90	90	90	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-
Asian	30	96.7	-		90	90	90	90	90
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	119	89.9	.9	90	90	90	90	90	90
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-

Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	740	96.9	-	90	90	90	90	90	90
White	683	96.9	-	90	90	90	90	90	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-
Asian	30	96.7	-		90	90	90	90	90
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	118	89	.9	89.9	90	90	90	90	90
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-

Baseline Year 2010-2011

Only Includes full year students (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<30)

Title I Accountability System

2/6/2014

ESEA Waiver - Annual Progress Targets

CDS CODE : 19-4350-888
DISTRICT : Readington Township Public School District
SCHOOL : DISTRICT LEVEL

The tables represent the annual proficiency targets, established for this District under ESEA Waiver
 Districts and Subgroups could meet expectations either by meeting the statewide proficiency rate of **90** percent, or reaching their individually
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	943	84.4	1.3	85.7	87	88.3	89.6	90	90
White	855	84.3	1.3	85.6	86.9	88.2	89.5	90	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	33	81.9	1.5	83.4	84.9	86.4	87.9	89.4	90
American Indian	-	-	-	-	-	-	-	-	-
Asian	41	100	-	90	90	90	90	90	90
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	171	55	3.8	58.8	62.6	66.4	70.2	74	77.8
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	30	60	3.3	63.3	66.6	69.9	73.2	76.5	79.8

Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	942	87.8	1	88.8	89.8	90	90	90	90
White	854	87.7	1	88.7	89.7	90	90	90	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	33	81.8	1.5	83.3	84.8	86.3	87.8	89.3	90
American Indian	-	-	-	-	-	-	-	-	-
Asian	41	97.6	-	90	90	90	90	90	90
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	171	63.2	3.1	66.3	69.4	72.5	75.6	78.7	81.8
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	52	76.9	1.9		78.8	80.7	82.6	84.5	86.4

Baseline Year 2010-2011

Only Includes full year students (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<30)

Title I Accountability System

2/6/2014

ESEA Waiver - Annual Progress Targets

CDS CODE : 19-4890-888
DISTRICT : South Hunterdon Regional
SCHOOL : DISTRICT LEVEL

The tables represent the annual proficiency targets, established for this District under ESEA Waiver
 Districts and Subgroups could meet expectations either by meeting the statewide proficiency rate of **90** percent, or reaching their individually
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	198	84.8	1.3	86.1	87.4	88.7	90	90	90
White	176	85.2	1.2	86.4	87.6	88.8	90	90	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	30	46.7	4.5	51.2	55.7	60.2	64.7	69.2	73.7
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-

Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	198	76.8	1.9	78.7	80.6	82.5	84.4	86.3	88.2
White	176	79.5	1.7	81.2	82.9	84.6	86.3	88	89.7
Black	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	30	23.3	6.4	29.7	36.1	42.5	48.9	55.3	61.7
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-

Baseline Year 2010-2011

Only Includes full year students (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<30)

Title I Accountability System

2/6/2014

ESEA Waiver - Annual Progress Targets

CDS CODE : 19-5050-888
DISTRICT : Stockton Borough School District
SCHOOL : DISTRICT LEVEL

The tables represent the annual proficiency targets, established for this District under ESEA Waiver
 Districts and Subgroups could meet expectations either by meeting the statewide proficiency rate of **90** percent, or reaching their individually
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-
Black	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-

Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-
Black	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-

Baseline Year 2010-2011

Only Includes full year students (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<30)

Title I Accountability System

2/6/2014

ESEA Waiver - Annual Progress Targets

CDS CODE : 19-5180-888
DISTRICT : Tewksbury Township School District
SCHOOL : DISTRICT LEVEL

The tables represent the annual proficiency targets, established for this District under ESEA Waiver
 Districts and Subgroups could meet expectations either by meeting the statewide proficiency rate of **90** percent, or reaching their individually
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	522	86.7	1.1	87.8	88.9	90	90	90	90
White	454	87.8	1	88.8	89.8	90	90	90	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	50	48	4.3	52.3	56.6	60.9	65.2	69.5	73.8
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-

Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	522	91.8	-	90	90	90	90	90	90
White	454	92.5	-	90	90	90	90	90	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	50	60	3.3	63.3	66.6	69.9	73.2	76.5	79.8
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-

Baseline Year 2010-2011

Only Includes full year students (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<30)

Title I Accountability System

2/6/2014

ESEA Waiver - Annual Progress Targets

CDS CODE : 19-5270-888
DISTRICT : Union Township School
SCHOOL : DISTRICT LEVEL

The tables represent the annual proficiency targets, established for this District under ESEA Waiver
 Districts and Subgroups could meet expectations either by meeting the statewide proficiency rate of **90** percent, or reaching their individually
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	355	86.5	1.1	87.6	88.7	89.8	90	90	90
White	316	87.4	1.1	88.5	89.6	90	90	90	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	66	59	3.4	62.4	65.8	69.2	72.6	76	79.4
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-

Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	354	88.7	1	89.7	90	90	90	90	90
White	315	88.9	.9	89.8	90	90	90	90	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	65	60	3.3	63.3	66.6	69.9	73.2	76.5	79.8
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-

Baseline Year 2010-2011

Only Includes full year students (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<30)

Title I Accountability System

2/6/2014

ESEA Waiver - Annual Progress Targets

CDS CODE : 19-5600-888
DISTRICT : West Amwell Township School
SCHOOL : DISTRICT LEVEL

The tables represent the annual proficiency targets, established for this District under ESEA Waiver
 Districts and Subgroups could meet expectations either by meeting the statewide proficiency rate of **90** percent, or reaching their individually
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	133	73	2.3	75.3	77.6	79.9	82.2	84.5	86.8
White	129	72.9	2.3	75.2	77.5	79.8	82.1	84.4	86.7
Black	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-

Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	132	90.2	-	90	90	90	90	90	90
White	128	89.9	.9	90	90	90	90	90	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-

Baseline Year 2010-2011

Only Includes full year students (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<30)

Title I Accountability System

2/6/2014